

ESEA FOR LEAs

A series of horizontal lines in teal and light blue colors, with varying lengths and offsets, creating a modern, layered effect across the width of the slide.

Cycle 3 Monitoring

Monitoring Through ALEAT

- View and respond to questions regarding criteria monitored through ALEAT.
- Upload documentation into the file cabinet in the ALEAT system.
- LEA Administrators in ALEAT provide invitation codes for their LEA.

ALEAT Help Desk

Tee Lambert

ESEA Monitoring Coordinator
Academic Achievement Division

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Expectations for Federal Compliance

Although LEAs must be in compliance with the designated cycle monitoring for the current school year, the LEA is also expected to be in continuous compliance with all of the requirements outlined in each cycle.

The assigned cycle monitoring for the current academic year does not absolve the LEA from meeting and completing the requirements and responsibilities outlined under Elementary and Secondary Education Act of 1965.

Noncompliance may result in suspension of federal funding.

Cycle 3

What is it?

- Self assessment of Title 1 school improvement and LEA improvement status

What is monitored?

- Assurances for Cycle Monitoring
- MEP Parental Involvement, ID, and Recruitment
- T1 School Improvement
- T1 LEA Improvement

Who is responsible to monitor?

- **School Improvement**

C3-01: Statement of Assurance

Compliance Indicator

Affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance and uploaded the requested evidence.

2010 - 2011 ESEA Programmatic Monitoring		Cycle 3						
Statement of Assurance								
<p>An LEA participating in the <i>Elementary and Secondary Education Act</i> is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.</p> <p>Submission of the Cycle 3 Monitoring Instrument in Arizona LEA Tracker (ALEAT) affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance.</p> <p>Required evidence (if applicable) to be uploaded in the LEA ALEAT Filing Cabinet:</p> <ul style="list-style-type: none"><input type="checkbox"/> School Improvement Letter<input type="checkbox"/> School Choice Options<input type="checkbox"/> Notice of Supplemental Educational Services (SES)<input type="checkbox"/> SES School Worksheet<input type="checkbox"/> SES Tutor Observation Form<input type="checkbox"/> LEA Improvement Letter<input type="checkbox"/> Summary of Title I and ARRA combined 10% Professional Development set aside<input type="checkbox"/> Migrant Education Program (MEP) Data Discrepancies<input type="checkbox"/> MEP ID&R Training<input type="checkbox"/> MEP Resources<input type="checkbox"/> MEP Validating/verifying information<input type="checkbox"/> MEP – PAC<input type="checkbox"/> MEP-PAC Meetings <p>As the authorized agent of the LEA, I attest that the review and information provided in Cycle 3 is accurate and true. The requested evidence has been uploaded to verify compliance.</p> <p><i>I understand that funding may not be allocated or placed on programmatic hold if the ADE identifies that any of the evidence provided to ADE is found to be false and/or deemed out of compliance.</i></p> <table><tr><td>CTDS _____</td><td>LEA _____</td><td>Date _____</td></tr><tr><td>Authorized Signature _____</td><td>Email address _____</td><td>Phone _____</td></tr></table> <p>ESEA Cycle 3 Monitoring 8/2010 Upload this Signed document into ALEAT</p>			CTDS _____	LEA _____	Date _____	Authorized Signature _____	Email address _____	Phone _____
CTDS _____	LEA _____	Date _____						
Authorized Signature _____	Email address _____	Phone _____						

C3-01: Statement of Assurance

Enter the following information:

- CTDS #
- LEA Name
- Date
- Authorized Signature
- E-Mail Address
- Phone Number

2010 - 2011
ESEA Programmatic Monitoring
Statement of Assurance

Cycle
3

An LEA participating in the *Elementary and Secondary Education Act* is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.

Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.

Scan the completed form and save as an e-copy to be uploaded into ALEAT.

☐ MEP – PAC
☐ MEP-PAC Meetings

As the authorized agent of the LEA, I attest that the review and information provided in Cycle 3 is accurate and true. The requested evidence has been uploaded to verify compliance.

I understand that funding may not be allocated or placed on programmatic hold if the ADE identifies that any of the evidence provided to ADE is found to be false and/or deemed out of compliance.

CTDS

LEA

Date

Authorized Signature

Email address

Phone

ESEA Cycle 3 Monitoring 8/2010

Upload this Signed document into ALEAT

C3-02: MEP Parental Involvement, ID, and Recruitment

Compliance Indicator

- Local migrant education personnel implement procedures to accurately identify and recruit eligible students.

Documentation:

- *MEP Data Discrepancies*
- *MEP ID&R Training*

C3-03: MEP Resources

Compliance Indicator

- To the extent feasible, migrant education programs provide for advocacy and outreach activities for migratory children and their families.

Documentation:

- *MEP Resources*

C3-04: MEP Transfer of Student Records

Compliance Indicator

- An LEA receiving assistance under this part shall make student records available to another SEA or LEA that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child.

Documentation:

- *MEP Validating/Verifying Information*

C3-04: MEP Parent Advisory Council

Compliance Indicator

- In the planning and operation of migrant education programs and projects at the local agency, there is consultation with parent advisory councils (PACs) for programs of one school year in duration.

Documentation:

- *MEP-PAC*
- *MEP-PAC Meetings*

C3-06: Title I LEA Improvement

Compliance Indicator

The LEA distributed notification (provided by the SEA) to parents that the LEA has been identified for improvement.

Sample LEA Improvement Letter

Place on District Letterhead

(DATE)

Dear *XYZ District/Charter* Parent:

The purpose of this letter is to inform you that *XYZ District/Charter* has been identified for Title I LEA (Local Education Agency) Improvement. The reason for this identification is that, under the Federal *No Child Left Behind Act of 2001* (NCLB) and the state's accountability system, our LEA did not meet "adequate yearly progress" (AYP) for two consecutive years in the same indicator and across all grade-spans.

AYP is a measure that all states use to determine if schools and districts are meeting the high expectations described in NCLB. The goal, under this system, is that 100% of our students will meet or exceed the Arizona Academic Standards by the 2013-2014 school year. In order to meet that goal, schools and districts must meet certain objectives each year.

Recently, we received a report on AYP for all schools and districts in Arizona. The report reviews each indicator and gives a simple yes or no grade, based on the percent of students that are meeting or exceeding the Arizona Academic Standards on the AIMS test. In addition, schools and LEA's must meet the additional indicators of percent tested, and either an attendance rate or graduation rate percentage. The first table below shows the AYP determination that our LEA received. The second table provides a comparison of students' reading and math proficiency levels in our LEA and in the State as required by NCLB.

District AYP Determination	Met Percent Tested?	?
	Met Test Objectives Reading or Math?	?
	Met 90% Attendance Rate?	?
	Met Graduation Rate?	?
	Made AYP?	

Grade	My District % Proficient in Math	My District % Proficient in Reading	Arizona Schools	
			% Proficient in Math	% Proficient in Reading
3	?	?	64	73
4	?	?	63	71
5	?	?	58	72
6	?	?	56	77
7	?	?	57	77
8	?	?	56	73
10	?	?	58	77

A similar determination was made for all schools within *XYZ District/Charter*. Once the schools' AYP determinations were calculated, all of the data was then combined to determine the LEA's AYP. The LEA's AYP determination includes students that moved from one school to

C3-06: Title I LEA Improvement

Sample LEA Improvement Letter

Place on LEA Letterhead

Replace *XYZ District/Charter* in letter the LEA Name.

Enter Yes or No for the following information:

- Met Percent Tested?
- Met Test Objectives Reading or Math?
- Met 90% Attendance Rate?
- Met Graduation Rate?
- Made AYP?

Enter the following information under **My District:** by designated grade level:

- % Proficient in Math
- % Proficient in Reading

Place on District Letterhead

(DATE)

Dear *XYZ District/Charter* Parent:

The purpose of this letter is to inform you that *XYZ District/Charter* has been identified for Title I LEA (Local Education Agency) Improvement. The reason for this identification is that, under the Federal *No Child Left Behind Act of 2001* (NCLB) and the state's accountability system, our LEA did not meet "adequate yearly progress" (AYP) for two consecutive years in the same indicator and across all grade-spans.

AYP is a measure that all states use to determine if schools and districts are meeting the high expectations described in NCLB. The goal, under this system, is that 100% of our students will meet or exceed the Arizona Academic Standards by the 2013-2014 school year. In order to meet that goal, schools and districts must meet certain objectives each year.

Recently, we received a report on AYP for all schools and districts in Arizona. The report reviews each indicator and gives a simple yes or no grade, based on the percent of students that are meeting or exceeding the Arizona Academic Standards on the AIMS test. In addition, schools and LEA's must meet the additional indicators of percent tested, and either an attendance rate or graduation rate percentage. The first table below shows the AYP determination that our LEA received. The second table provides a comparison of students' reading and math proficiency levels in our LEA and in the State as required by NCLB.

District AYP Determination	Met Percent Tested?	?
	Met Test Objectives Reading or Math?	?
	Met 90% Attendance Rate?	?
	Met Graduation Rate?	?
	Made AYP?	?

Grade	My District % Proficient in Math	My District % Proficient in Reading	Arizona Schools	
			% Proficient in Math	% Proficient in Reading
3	?	?	64	73
4	?	?	63	71
5	?	?	58	72
6	?	?	56	77
7	?	?	57	77
8	?	?	56	73
10	?	?	58	77

A similar determination was made for all schools within *XYZ District/Charter*. Once the schools' AYP determinations were calculated, all of the data was then combined to determine the LEA's AYP. The LEA's AYP determination includes students that moved from one school to

C3-07: Continuous Improvement Plan

Compliance Indicators

The LEA developed or revised in consultation with parents, school staff, and others, the LEA Continuous Improvement Plan in ALEAT within 3 months of being identified for improvement.

Summary of 10% Set Aside for Professional Development

LEA Title I and ARRA 10% Set Aside for Professional Development For LEAs in Improvement

CTDS _____

LEA _____

Date _____

Directions: If your LEA was in improvement status during the 2009-10 school year, please complete this chart to describe

Complete this document only if your LEA was in improvement status during the '09-'10 school year.

Allowable PD Activities		Title I Expenditure	ARRA Expenditure
Coaches			
Stipends for Teachers for PLC			
Consultants			
Professional development in reading and/or math			
Other: (specify)			

C3-07: Continuous Improvement Plan

Compliance Indicators

The plan must include the following:

- ✓ Incorporate scientifically-based research strategies to strengthen core academic subjects in schools served by the LEA
- ✓ Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the academic achievement standards
- ✓ Address the professional development needs of the instructional staff by committing to spend not less than 10% of Title I funds each year to provide high quality professional development
- ✓ Include specific measurable achievement goals and targets for each group of students identified in the disaggregated data

C3-07: Continuous Improvement Plan

Compliance Indicators

The plan must include the following:

- ✓ Address the fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low achieving students, including a determination of why the LEA's prior plan failed to bring about increased student academic achievement
- ✓ Incorporate activities before school, after school, during the summer, and during an extension of the school year
- ✓ specify the responsibilities of the SEA and the LEA to provide technical assistance and to provide services to private schools
- ✓ Include strategies to promote effective parental involvement in the schools

C3-07: Continuous Improvement Plan

Enter the following information:

- CTDS
- LEA Name
- Date

Enter the following information:

- '09-'10 Title I Allocation
- ARRA Allocation
- 10% Set Aside

Check the area(s) that ***did not make AYP***.

Check if submitted a waiver for ARRA.

Indicate what were the allowable PD activities conducted by the LEA and if the expenditures were from Title I or ARRA.

If **Other** is indicated, please specify what activities were conducted.

Summary of 10% Set Aside for Professional Development

LEA Title I and ARRA 10% Set Aside for Professional Development For LEAs in Improvement

CTDS _____

LEA _____

Date _____

Directions: If your LEA was in improvement status during the 2009-10 school year, please complete this chart to describe how you met the required 10% set aside for providing professional development using Title I-A and/or ARRA funds.

'09-'10 Title I Allocation	ARRA Allocation	10% Set Aside	Reason for LEA Improvement (Check the area that did not make AYP)		Submitted Waiver for ARRA
			Reading	Math	Yes

Allowable PD Activities	Title I Expenditure	ARRA Expenditure
Coaches		
Stipends for Teachers for PLC		
Consultants		
Professional development in reading and/or math		
Other: (specify)		

C3-08: Title I LEA Corrective Action

Compliance Indicators

- The LEA has been identified for Corrective Action.
- Action taken by LEA:
 - ✓ Defer programmatic funds?
 - ✓ Reduce administrative funds?
 - ✓ Institute and fully implement a new curriculum based on State Standards including providing appropriate professional development based on scientifically based research for all staff?
- Items addressed with new curriculum:
 - ✓ Aligned to the standards and identification of essential standards.
 - ✓ Curricular materials and resources aligned to LEA curriculum and state standards.

C3-08: Title I LEA Corrective Action

Compliance Indicators

- The LEA must address the following items:
 - ✓ formative assessments and benchmark tests
 - ✓ fidelity of implementation of the new curriculum
 - ✓ evaluating the effectiveness of the curriculum
 - ✓ ensuring that interventions support core instruction

C3-09: Title I School Improvement

Compliance Indicators

- Results of the annual review of student data from all participating schools are publicized and disseminated to parents, teachers, principals, schools, and the community.
- The LEA must do the following:
 - ✓ Analyze test results, assessments, and indicators to annually review the progress of each Title I school toward making AYP.
 - ✓ Publish and disseminate the results of the annual review to the school community in order to refine the instructional program.
 - ✓ Review the effectiveness of parent involvement, professional development, and other activities.
 - ✓ Notify the Title I schools of AYP.

C3-10: Title I School Improvement Notice to Parents

Compliance Indicators

- For schools identified for school improvement, for corrective action, or for restructuring, the LEA provides parents with notice of such identification.
- The notice to parents must include the following:
 - ✓ written in an understandable, uniform format and in a language that parents can understand
 - ✓ an explanation of what the identification means
 - ✓ a comparison in terms of academic achievement and additional indicators to other schools in the LEA and the state
 - ✓ an explanation of what the school identified for school improvement is doing to address the problem of low achievement or not making AYP, what the LEA or ADE is doing to help, and how parents can become involved.

C3-10: Title I School Improvement Notice to Parents

Template of School Improvement Letter, Pg. 1

Place the letter on district letterhead.

Enter the date the letter is distributed.

Indicate the name of the school in improvement.

Indicate which criteria the school met or did not meet AYP with Yes, No, or NA (not applicable).

Identify the designation of Title I School Improvement:

- Year 1
- Year 2
- Year 3
- Corrective Action
- Year 4 Restructuring Planning
- Year 5 Restructuring Information

List the proficiency scores in math and reading by grade level and/or cohort for the school and district.

Parent Notification Letter
School Improvement (SI) Parent Option Letter –Year 2 and Beyond
To Be Placed on District Letterhead

(Current Date)

Dear Parent/Legal Guardian:

In January 2002, the *No Child Left Behind Act* (NCLB), was signed into law to improve educational opportunities for all children attending a Title I school. This federally funded program provides assistance to schools serving students who are at risk for academic failure. This legislation supports the school district's efforts to provide a strong standards-based educational program for students along with accountability for student achievement.

(name of school) operates a Title I program. NCLB requires that all Title I schools make Adequate Yearly Progress (AYP) in all indicators for two consecutive years. Parents of children attending Title I schools that have not made AYP are required to be notified of the school's AYP status. Parents of children attending Title I schools that have not made AYP have two options:

- Public School Choice with free transportation to a school not identified for improvement; or
- Free tutoring from an approved Supplemental Educational Service Provider.

The table below details the AYP determination for our school:

AYP Determination	Yes or No
Met 95% Percent Tested in Math?	Yes or No
Met 95% Percent Tested in Reading?	Yes or No
Met Annual Measurable Objectives in Math?	Yes or No
Met Annual Measurable Objectives in Reading?	Yes or No
Met 90% K-8 Attendance Rate?	Yes or No or NA
Met 80% High School Graduation Rate or Increased 2% from Previous Year?	Yes or No or NA

As a result of the above, pending any appeal and its approval, our school is currently identified to be in (Year 2, Year 3 Corrective Action, Year 4 Restructuring Planning or Year 5 Restructuring Implementation, etc.) of Title I School Improvement.

The following chart provides a comparison of our school to other elementary or secondary schools in the district and in the State as required by NCLB:

Grade	My School	My District	Arizona Schools	My School	My District	Arizona Schools
	% Proficient in Math	% Proficient in Math	% Proficient in Math	% Proficient in Reading	% Proficient in Reading	% Proficient in Reading
3			64%			73%
4			63%			71%
5			59%			72%
6			56%			77%
7			57%			77%
8			56%			73%
2012 cohort			58%			77%

C3-10: Title I School Improvement Notice to Parents

Template of School Improvement Letter, Pg. 2

School Choice

The LEA must list at least two choices of schools NOT identified for Title I school improvement that eligible students may attend.

The LEA must indicate the district will pay for transportation. However, the number of students eligible to transfer is limited by the amount of funds available to pay for transportation costs. If funds are insufficient, lowest-achieving students from low income families will be given priority.

The LEA should give parents 2 weeks after receiving the letter to make their decision.

Provide contact information for parents who need assistance in selecting a school.

If there are no eligible schools to which students may transfer, inform parents in the School Choice subsection.

School Choice

Due to our school's Title I School Improvement designation, your child will be eligible to attend a school that is NOT identified for Title I School Improvement and the district will pay for transportation. Please note the number of students eligible to transfer is limited by the amount of funds available to pay for transportation costs. If funds are not sufficient, lowest-achieving students from low-income families must be given priority.

Parents choosing to transfer their child have the following choice of schools: _____
or _____ *(parents must have at least two choices).*

Attached is a list of information about these schools and how they compare to other schools in the district. Please complete the attached form by _____ *(provide parents at least 2 weeks to decide)* to let us know which school you would like your child to attend.

Please contact _____ *(name of contact)* at _____ *(phone number)* should you need assistance in selecting a school to transfer your child.

If there are no eligible schools to which students may transfer, please inform parents of that fact in the School Choice subsection above).

Free Tutoring

In addition, your child may receive free tutoring from an approved state Supplemental Educational Service Provider (SES). This free tutoring will be an opportunity for your child to improve reading, math, or writing skills and are tailored to the particular academic needs of each student. Please see attached list of approved tutoring providers for our school. If you have questions regarding the SES tutoring services, please contact *(name of contact)* at *(phone number)* for information about your options.

Parents may request free tutoring from an approved Supplemental Educational Service Provider. A list of approved free tutoring programs and a description of their services is enclosed. These providers have been approved by the Arizona Department of Education (ADE) and will provide your child with free tutoring that is coordinated with your child's instructional program. Please complete and return the attached form to your school to request free tutoring for your child by _____ *(allow at least two weeks for parents to complete and return)*. Please contact _____ *(name of contact)* at _____ *(phone number)* should you need assistance in selecting an approved tutoring provider.

School Improvement Plan

We have been working with the district and ADE to revise the Arizona School Improvement Plan for our school. In order to address the indicators of not making AYP, the district and ADE are assisting our school in:

List the assistance provided, for example:

- Providing support in developing/revising an Arizona School Improvement Plan (i.e., leadership mentoring, high-quality ongoing professional development, facilities, adopting research-based interventions, logistics, and instructional time);*
- Coordinating resources (i.e., instructional and non-instructional staff, state and federal funding).*

The school is implementing the following strategies to address the indicator(s) of not making AYP:

- Provide strategy to address indicator of not making AYP;*

C3-10: Title I School Improvement Notice to Parents

Template of School Improvement Letter, Pg. 2

Free Tutoring

Students may receive free tutoring from an approved state Supplemental Education Services (SES) Provider. Indicate that this tutoring will be tailored to the particular academic needs of each student.

The LEA must provide a list of providers approved by the Arizona Department of Education and the services provided.

Provide contact information if the parent has further questions regarding SES tutoring services or selecting an approved provider.

Allow two weeks for parents to return if requesting services.

School Choice

Due to our school's Title I School Improvement designation, your child will be eligible to attend a school that is NOT identified for Title I School Improvement and the district will pay for transportation. Please note the number of students eligible to transfer is limited by the amount of funds available to pay for transportation costs. If funds are not sufficient, lowest-achieving students from low-income families must be given priority.

Parents choosing to transfer their child have the following choice of schools: _____
or _____ *(parents must have at least two choices).*

Attached is a list of information about these schools and how they compare to other schools in the district. Please complete the attached form by _____ *(provide parents at least 2 weeks to decide)* to let us know which school you would like your child to attend.

Please contact _____ *(name of contact)* at _____ *(phone number)* should you need assistance in selecting a school to transfer your child.

If there are no eligible schools to which students may transfer, please inform parents of that fact in the School Choice subsection above).

Free Tutoring

In addition, your child may receive free tutoring from an approved state Supplemental Educational Service Provider (SES). This free tutoring will be an opportunity for your child to improve reading, math, or writing skills and are tailored to the particular academic needs of each student. Please see attached list of approved tutoring providers for our school. If you have questions regarding the SES tutoring services, please contact *(name of contact)* _____ at *(phone number)* _____ for information about your options.

Parents may request free tutoring from an approved Supplemental Educational Service Provider. A list of approved free tutoring programs and a description of their services is enclosed. These providers have been approved by the Arizona Department of Education (ADE) and will provide your child with free tutoring that is coordinated with your child's instructional program. Please complete and return the attached form to your school to request free tutoring for your child by _____ *(allow at least two weeks for parents to complete and return)*. Please contact _____ *(name of contact)* at _____ *(phone number)* should you need assistance in selecting an approved tutoring provider.

School Improvement Plan

We have been working with the district and ADE to revise the Arizona School Improvement Plan for our school. In order to address the indicators of not making AYP, the district and ADE are assisting our school in:

List the assistance provided, for example:

- Providing support in developing/revising an Arizona School Improvement Plan (i.e., leadership mentoring, high-quality ongoing professional development, facilities, adopting research-based interventions, logistics, and instructional time);*
- Coordinating resources (i.e., instructional and non-instructional staff, state and federal funding).*

The school is implementing the following strategies to address the indicator(s) of not making AYP:

- Provide strategy to address indicator of not making AYP;*

C3-10: Title I School Improvement Notice to Parents

Template of School Improvement Letter, Pg. 2

School Improvement Plan

The school must detail how they are working with the LEA and the ADE to revise the Arizona School Improvement Plan.

The school must indicate the assistance being provided and the strategies the school is implementing to address the indicators in which the school did not meet AYP.

School Choice

Due to our school's Title I School Improvement designation, your child will be eligible to attend a school that is NOT identified for Title I School Improvement and the district will pay for transportation. Please note the number of students eligible to transfer is limited by the amount of funds available to pay for transportation costs. If funds are not sufficient, lowest-achieving students from low-income families must be given priority.

Parents choosing to transfer their child have the following choice of schools: _____
or _____ *(parents must have at least two choices).*

Attached is a list of information about these schools and how they compare to other schools in the district. Please complete the attached form by _____ *(provide parents at least 2 weeks to decide)* to let us know which school you would like your child to attend.

Please contact _____ *(name of contact)* at _____ *(phone number)* should you need assistance in selecting a school to transfer your child.

If there are no eligible schools to which students may transfer, please inform parents of that fact in the School Choice subsection above).

Free Tutoring

In addition, your child may receive free tutoring from an approved state Supplemental Educational Service Provider (SES). This free tutoring will be an opportunity for your child to improve reading, math, or writing skills and are tailored to the particular academic needs of each student. Please see attached list of approved tutoring providers for our school. If you have questions regarding the SES tutoring services, please contact *(name of contact)* _____ at *(phone number)* _____ for information about your options.

Parents may request free tutoring from an approved Supplemental Educational Service Provider. A list of approved free tutoring programs and a description of their services is enclosed. These providers have been approved by the Arizona Department of Education (ADE) and will provide your child with free tutoring that is coordinated with your child's instructional program. Please complete and return the attached form to your school to request free tutoring for your child by _____ *(allow at least two weeks for parents to complete and return)*. Please contact _____ *(name of contact)* at _____ *(phone number)* should you need assistance in selecting an approved tutoring provider.

School Improvement Plan

We have been working with the district and ADE to revise the Arizona School Improvement Plan for our school. In order to address the indicators of not making AYP, the district and ADE are assisting our school in:

List the assistance provided, for example:

- Providing support in developing/revising an Arizona School Improvement Plan (i.e., leadership mentoring, high-quality ongoing professional development, facilities, adopting research-based interventions, logistics, and instructional time);*
- Coordinating resources (i.e., instructional and non-instructional staff, state and federal funding).*

The school is implementing the following strategies to address the indicator(s) of not making AYP:

- Provide strategy to address indicator of not making AYP;*

C3-10: Title I School Improvement Notice to Parents

Parental Involvement

Encourage parents to become involved in the development of the Arizona School Improvement Plan.

Provide contact information for parents to become involved on a school committee or obtain more information on the school.

Include the date, time, and location of the school's annual Title I meeting.

Have the school administrator and Federal Programs Coordinator (if applicable) sign the letter.

Enclosures

Include the following with the letter

- *School Comparisons for Public School Choice*
- *Parent Request for Transferring*
- *Parent Request for Tutoring*
- *List of Approved SES providers with a brief description of services*

Template of School Improvement Letter, Pg. 3

- *Provide strategy to address indicator of not making AYP;*
- *Provide strategy to address indicator of not making AYP.*

We encourage you to become involved by participating in the development of the Arizona School Improvement Plan. Please contact _____ (*name of contact*) at _____ (*phone number*), if you are interested in being part of a committee or would like more information on our school. As a reminder, our Title I annual meeting will be held on _____ (*date*), _____ (*time*), _____ (*location*), and our instructional staff will be available to answer questions.

Educationally yours,

Name School Principal

Name Federal Programs Coordinator

Enclosures

School Comparisons for Public School Choice

Parent Request for Transfer/Tutoring

List of approved Supplemental Educational Service Providers (with a brief description of services)

C3-11: Title I School Improvement Plan

Compliance Indicators

- The LEA ensured that each Title I school identified for federal school improvement developed or revised a school improvement plan that contains all identified components no later than 3 months after being identified.
- The LEA must do the following:
 - ✓ Develop or revise a school improvement plan with parents, school staff, the LEA, and outside experts and enter into ALEAT.
 - ✓ Establish a peer review process to review and work with schools to approve plans within 45 days of receiving school plans.
 - ✓ Ensure that each school identified for federal school improvement implemented the ASIP.
 - ✓ Ensure the school improvement plan contained all 10 components.
 - ✓ Ensure the provision of technical assistance for the development and implementation of the school improvement plans.
 - ✓ Set aside up to 20% of Title I funds for public school choice and supplemental services.

C3-12: Title I School Choice

Compliance Indicators

For Title I schools identified for Year 1 and beyond, the LEA provides students enrolled in such schools the option to transfer to another eligible public school served by the LEA, and pays for the provision of transportation to an approved public school.

Public School Choice Options

<i>Public School Choice Options</i>	
CTDS _____	LEA _____ Date _____
Directions: In the pink box, list the schools offering Choice/Transportation. In the green box, list the schools available to transfer to. Record the responses for letters A, B and C in the corresponding blue box.	
List of schools available to transfer from:	List schools available to transfer to:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
A. LEA total Number of Parents <u>requesting</u> transfer	
B. LEA total Number of parents <u>accepting</u> transfer	
C. LEA total Number of students <u>actually transferred</u>	

C3-12: Title I School Choice

Enter the following information:

- CTDS
- LEA Name
- Date

List in the pink box the schools offering choice/transportation

List in the green box the schools which are available for students to transfer.

Answer the following in the blue boxes:

- LEA Total Number of Parents Requesting Transfer
- LEA Total Number of Parents Accepting Transfer
- LEA Total Number of Students Actually Transferred

Public School Choice Options

Public School Choice Options

CTDS _____ LEA _____ Date _____

Directions: In the pink box, list the schools offering Choice/Transportation. In the green box, list the schools available to transfer to. Record the responses for letters A, B and C in the corresponding blue box.

List of schools available to transfer from:	List schools available to transfer to:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
A. LEA total Number of Parents <u>requesting</u> transfer	
B. LEA total Number of parents <u>accepting</u> transfer	
C. LEA total Number of students <u>actually transferred</u>	

C3-13: Title I Supplemental Educational Services

Compliance Indicators

- For Title I schools identified for Year 2 and beyond of federal school improvement, the LEA not only provides students enrolled with an option to transfer to another public school, but also must make supplemental educational services available.
- The LEA must do the following:
 - ✓ Provide notice to parents at least annually informing them of the availability of services, the identity of the approved providers, and a description of the services, qualifications, and demonstrated effectiveness of each provider.
 - ✓ Give priority to children from low income families, particularly if funds available were insufficient.
 - ✓ Arrange for the provision of supplemental educational services to eligible children in the school by a provider selected by the parents and approved by the ADE.
 - ✓ Apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all students.
 - ✓ Maintain privacy of any student eligible or receiving supplemental services.
 - ✓ Develop an agreement in consultation with the parents.

C3-13: Title I Supplemental Educational Services

Documentation

- *List of approved SES Providers*
- *Notice of SES*
- *SES Agreement Forms*
- *SES Contact Notice to Providers*
- *SES School Worksheet*
- *SES Tutor Observation Form*

LEAs may use and modify this template to collect accurate data on the quality of services of approved SES providers.

Sample SES Tutor Observation Form

MODEL FORM

Assist states with monitoring, get data on SES providers

Here's a Model Form, adapted from one developed by Nevada's Clark County School District, that you can use to collect data on the services that SES providers are rendering to your district's students. By using a rating system such as the one on this form, you can collect information on various aspects of providers' services and use it to help your state educational agency fulfill its monitoring responsibilities. Modify the form to include any other components that are important to your district's SES coordinators or other stakeholders, or to your SEA.

SES PROVIDER OBSERVATION

1 IDENTIFYING INFORMATION	
SES Provider _____	Site Location _____
Date _____	Room # _____ Time In _____ Time Out _____
Student/Tutor Ratio _____	Tutor Name _____

2 OBSERVATION RUBRIC				
1 = Clearly Evident	2 = More Structure or Planning Needed	3 = Not Evident in This Observation		
3 PLANNING & PREPARATION				
> Does tutor post and address learning objectives?	1 2 3	> Are strategies and activities aligned with learning objectives?	1 2 3	
> Is lesson plan visible in room?	1 2 3	> Does tutor use teaching strategies?	1 2 3	
> Are student plans or folders visible and used to guide instruction?	1 2 3	> Does tutor use and prepare resources appropriately?	1 2 3	
4 INSTRUCTION EFFECTIVENESS OF TEACHING				
> Does tutor work effectively with total group?	1 2 3	> Is relevant student practice provided?	1 2 3	
> Does tutor instruct small group effectively?	1 2 3	7 INSTRUCTIONAL ENVIRONMENT		
> Does tutor give individual help?	1 2 3	> Does tutor consistently use allocated learning time to maintain academic focus?	1 2 3	
> Does tutor monitor student work?	1 2 3	> Does tutor consistently use positive direction and reinforcement to promote responsible student behavior?	1 2 3	
> Does tutor use hands-on activities/manipulatives?	1 2 3	> Does tutor-student interaction consistently demonstrate mutual respect?	1 2 3	
5 INSTRUCTION MEETS IDENTIFIED NEEDS OF STUDENTS			> Is the level of student movement/talk appropriate for activity?	1 2 3
> Does tutor give differentiated assessments?	1 2 3	> Is the learning setting appropriate for students' focus?	1 2 3	8 COMMENTS
> Does tutor differentiate instruction to meet different learning needs of students?	1 2 3			
> Does tutor consistently monitor learning progress in a variety of ways?	1 2 3			
6 INSTRUCTION BEST PRACTICES			9 SIGNATURE	
> Does tutor establish high learning expectations?	1 2 3	District Representative _____		Date _____

C3-13: Title I Supplemental Educational Services

Enter the following information:

- CTDS
- LEA Name
- Date

SES Registration Service Data Form

Enter the following information:

- SES Provider Name/Vendor Number
- Vendor Fee Per Hour
- # of Students Tutored
- Total of Purchase Order (Fee x Student)
- Total Tutoring Hours
- Total Expenditure
- # of Students Completing the Program
- Average % Increase Reading
- Average % Increase Math

SES Registration and Service Data by School

Enter the following information:

- School Name
- Total Student Eligible
- Total Student Requests
- Total Students Served

SES Registration Service Data

CTDS# _____ LEA _____ School Year _____

[illegible]

Directions: Record responses for each yellow request using one row per SES Provider. Record the totals for columns "# Students Tutored" and "Total of Purchase Order" in the corresponding blue boxes. Record the names of schools and totals in the corresponding pink boxes.

SES Registration and Service Data by School

SCHOOLS	Total Students Eligible	Total Student Requests	Total Students Served
TOTAL			

C3-14: Title I Schools in Corrective Action

Compliance Indicators

the LEA implement a system of corrective action for any school in federal school improvement that failed to make AYP by the end of the second full year after identification.

Summary of 10% Set Aside
for Professional Development

**LEA Title I and ARRA 10% Set Aside for Professional Development
For LEAs in Improvement**

CTDS

LEA

Date

Directions: If your LEA was in improvement status during the 2009-10 school year, please complete this chart to describe how you met the required 10% set aside for providing professional development using Title I-A and /or ARRA funds.

'09-'10 Title I Allocation	ARRA Allocation	10% Set Aside	Reason for LEA Improvement (Check the area that did not make AYP)	Submitted Waiver for ARRA
			Reading Math	Yes

Allowable PD Activities		Title I Expenditure	ARRA Expenditure
Coaches			
Stipends for Teachers for PLC			
Consultants			
Professional development in reading and/or math			
Other: (specify)			

C3-14: Title I Schools in Corrective Action

Compliance Indicators

The LEA provide technical assistance while instituting any corrective action that includes the following:

- ✓ analyzing data from assessments and other examples of student work
- ✓ identifying and addressing problems in instruction and problems with implementing the parental involvement requirement
- ✓ identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically-based research
- ✓ analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and make AYP

C3-14: Title I Schools in Corrective Action

Compliance Indicators

The LEA implemented at least one of the following corrective actions:

- ✓ Identify the school(s) for corrective action
- ✓ Replace the school staff who are relevant to the failure to make AYP.
- ✓ Institute and fully implement a new curriculum and professional development to relevant staff that is based on scientifically-based research.
- ✓ Significantly decrease management authority at the school level.
- ✓ Appoint an outside expert to advise the school.
- ✓ Extend the school year or day for the school.
- ✓ Restructure the internal organization of the school.

C3-15: Title I Schools in Restructuring

Compliance Indicators

- The LEA prepared a plan and make necessary arrangements to carry out alternative governance.
- The LEA implement at least one of the following alternative governance arrangements:
 - ✓ reopening the school as a charter school
 - ✓ replacing all or most of the school staff who are relevant to the failure to make AYP
 - ✓ any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's achievement in the school, and that has substantial promise of enabling the school to make adequate yearly progress?